

Assessment Annotations for the Curriculum Frameworks

Health Education and Physical Education (Healthy, Active Living) Grades 5 and 9



HEALTH AND PHYSICAL EDUCATION ASSESSMENT ANNOTATIONS

For the Health and Physical Education Curriculum Frameworks

This document provides supplemental assessment information to Missouri's *Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12*. The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is "fair game" for the new statewide assessment in 5th and 9th grades in health and physical education.

Teachers attending nine regional meetings in August were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed for K-4, 5-8 and 9-12 grade ranges and the state assessment will be given at grades 5 and 9, teachers worked as an elementary group and as a secondary group. The elementary group reviewed both the K-4 and 5-8 sections of the curriculum frameworks to determine appropriate content for the 5th grade state assessment. The secondary group reviewed the 5-8 and 9-12 sections of the curriculum frameworks to determine appropriate content for the 9th grade state assessment.

Please note that content from the 5-8 section is often listed as being assessed at both the 5th and 9th grade level with the understanding that the questions will be more challenging and will require students to use higher order thinking skills on the 9th grade assessment.

Please note that **not all** of the content identified as state assessment will be included on the test in any given year. The number of test items developed to assess health and physical education content and processes may vary from year to year.

III. RISK ASSESSMENT AND REDUCTION---ASSESSMENT NOTES

A. Disease Prevention and Control

B. Injury Prevention and Safety

C. Tobacco, Alcohol and Other Drugs (TAOD)

D. Environmental Health

K-12 Content Overview

In order to lead healthy, active lives, individuals need to know how to assess and reduce their risks and to assume responsibility for their health and safety. Beyond accumulating facts and information, students need to use problem-solving and decision-making skills that will help them assess their own risks and to respond in health-enhancing ways when confronted with challenges to their health and safety. Therefore, the curriculum should provide students with opportunities to study accurate information about health threats and to explore risk reduction strategies in the areas of disease prevention and control, injury prevention and safety, tobacco, alcohol and other drug use (TAOD) and environmental health hazards.

In order to assess one's health hazards and to practice risk-reduction, students need an understanding of personal, social and environmental risks that reduce the ability to lead healthy, productive lives. Threats to health include uncontrollable risk factors such as heredity, age, race and gender. Risks that are a result of life-style decisions include smoking, lack of regular exercise, substance abuse, high fat, low fiber diets, etc.

Social risks include situations that promote conflicts and violence or safety issues involving strangers and potential danger.

One's immediate and global environment also can pose risks to present or long-term health. Individuals need an understanding of potential environmental health hazards so they can take an active role in environmental health protection both for themselves and for future generations.

III. RISK ASSESSMENT AND REDUCTION
A. Disease Prevention And Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 4, all students should know that</i> 1. Diseases can be categorized as communicable (transmitted to humans through some vehicle, e.g., person, air, water, insect, etc.) or non-communicable (not passed from person to person, e.g. cancer, heart disease, etc.). (HP 3) 2. The body has ways to defend itself against disease. (HP 1) 3. There are certain conditions and behaviors that enhance both the growth and spread of germs. (HP 3) 4. There are health behaviors and practices that can speed recovery, reduce diseases and prevent illness. Behaviors include good handwashing, covering mouth when sneezing, adequate rest, drinking plenty of fluids during illness, keeping immunizations up-to-date. (HP 2, 3) 5. Early intervention and health practices can help to manage, reduce the risk or prevent non-communicable diseases. (HP 3)	<i>By the end of grade 4, all students should be able to</i> a. organize information about basic diseases into communicable and non-communicable and describe the difference between the two (1.5) b. identify and describe basic causes, symptoms, treatments and management of common communicable diseases and health problems (1.5; 1.10; 4.4) a. identify the body’s basic lines of defense, including skin, hairs in nasal passage, bronchi, stomach acid and white blood cells (1.5) a. draw conclusions about factors necessary for germs to grow (1.2) a. identify and apply practices that reduce one’s risk of communicable diseases and speeds recovery from illness (3.1;3.2;4.7) a. determine cause and effect relationship between health behaviors and diseases on illness (1.6)	 1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment 2. Grade 5 State Assessment a. Grade 5 State Assessment 3. Grade 5 State Assessment a. Grade 5 State Assessment 4. Grade 5 State Assessment a. Grade 5 State Assessment 5. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> There are observable conditions in a safe home, school or neighborhood environment. (HP 5) There are ways to assess one's environment and to recognize the potential for danger in every-day situations, e.g., not wearing a seat belt, too many plugs in one outlet, telling a caller that parents are not home, etc. (HP 5) Basic first aid procedures and decision-making skills can help to protect one's safety and well-being, e.g., never taking another individual's medicine, running cool water over a first degree burn. (HP 2, 7) Individuals can reach emergency assistance by knowing the appropriate number to call (9 11 in most areas) and including pertinent information (who, what, where, how many, ask for assistance and hang-up last). (HP 7) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7) identify potential risks in daily living and apply basic health and safety measures (4.7) demonstrate basic first aid procedures for handling child-hood injuries, e.g. cuts, scrapes, first degree burns, etc. (1.10) select and apply first aid procedures to solve problems related to simple injuries, choking and weather emergencies, e.g., where to go in a storm. Verify whether a first aid solution addresses the problem to which it was applied (3.1; 3.2; 3.7) recognize problems in daily living situations that may require emergency assistance and select appropriate resources, including 911 call to solve the problem (3.2; 3.7) 	<ol style="list-style-type: none"> Grade 5 Local Assessment <ol style="list-style-type: none"> Grade 5 Local Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 4, all students should know that</i>	<i>By the end of grade 4, all students should be able to</i>	
1. There are safe and unsafe substances that can be placed in the mouth. (HP 5)	a. identify substances that are safe and unsafe to be taken orally (1.10; 4.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. Medicines are used to treat an illness or to prevent health problems. Medicines should be taken under the supervision of an adult according to recommended guidelines. (HP 5)	a. identify the purpose of medicines and how they can be used safely (1.10; 4.7)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Tobacco, alcohol and other drugs (TAOD) can have dangerous effects on the body. (HP 5)	a. describe how TAOD can affect body systems (2.4; 3.5; 4.1)	3. Grade 5 State Assessment a. Grade 5 State Assessment
4. Tobacco contains nicotine which is an addictive drug. Smoking can affect not only the smoker but others exposed to second-hand smoke. (HP 5)	a. describe the effects of smoking including second-hand smoke (2.1, 2.4, 3.5, 4.1)	4. Grade 5 State Assessment a. Grade 5 State Assessment
5. Many factors, e.g., media, peers, self concepts, etc., influence decisions to use or abuse substances. (HP 5, 6)	a. evaluate how the media and other factors may influence one's perspective (1.7)	5. Grade 5 State Assessment a. Grade 5 State Assessment
NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc., are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.	b. describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol and other drug use (2.1)	b. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Student Should Know	What All Students Should Be Able to Do	Assessment Notes
<p>By the end of grade 4, all students should know that</p> <ol style="list-style-type: none"> 1. Air, land and water pollution plus exposure to sun and loud noises can affect one's health. (SC 4) 2. There are laws, regulations and community agencies that are designed to promote and protect community and environmental health. (SC 8) 3. Individual actions can do much to help preserve the environment and promote environmental health. (SC 4) 	<p>By the end of grade 4, all students should be able to</p> <ol style="list-style-type: none"> a. identify actual or potential risk factors within the home, school and community environment that can affect one's health, then establish goals and a plan to reduce personal risks, e.g., wearing sunscreen, keeping food refrigerated, having parent change furnace filter, etc. (3.1; 4.5) a. examine a common environmental problem, then discuss the effort made by individual agencies or the government to reduce or to prevent the problem (3.1; 3.7) 	<ol style="list-style-type: none"> 1. Grade 5 State Assessment a. Grade 5 State Assessment 2. Grade 5 State Assessment 3. Grade 5 State Assessment a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> Communicable diseases are caused by pathogens including bacteria, virus, fungi and parasites. Communicable diseases include colds, influenza, strep-throat, HIV/AIDS, athlete's foot, ring worm, etc. (HP 3) Communicable diseases are transmitted through direct and indirect contact, water, air, vector or animal. (HP 3) The body has several lines of defenses against communicable diseases. How the body defends itself is evident through the stages of disease progression. (HP 3) Non-communicable diseases are caused by heredity, life-style factors, auto-immune system problems and unknown reasons. Non-communicable diseases include heart disease, cancer, leukemia, arthritis, hyper-tension, multiple sclerosis, etc. (HP 1, 3) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8) determine optimal conditions for growth of organisms (1.1) outline the body's lines of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8) locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder, etc. (1.4) differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6) 	<ol style="list-style-type: none"> Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 9 Local Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 5 State Assessment delete autoimmune system Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 5 State Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <p>5. Non-communicable diseases can impact on adolescents' physical, social, emotional growth, necessitating adaptation, understanding and management of the problem. (HP 1, 3)</p> <p>6. Learning the symptoms and causes of adolescent health problems can facilitate early diagnosis and treatment including self care and management. (HP 3)</p> <p>7. Health behaviors practiced during adolescence can reduce the risk of disease formation or transmission. (HP 3, 5)</p> <p>8. Public health agencies and government health departments help to reduce, control, monitor or prevent disease through research, education and enforcement of laws. (HP 3)</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. identify non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on an adolescents physical, social and emotional growth (1.7; 3.1; 3.8)</p> <p>a. identify adolescent health concerns and select appropriate strategies to solve or prevent problems, e.g., anorexia, bulimia, acne, scoliosis, etc. (3.1; 3.2; 3.3)</p> <p>a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low- fat diet, avoiding congested malls during flu outbreaks (4.7)</p> <p>a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)</p>	<p>5. Grade 9 State Assessment</p> <p>a. Grade 9 State Assessment</p> <p>6. Grade 9 State Assessment</p> <p>a. Grade 9 State Assessment</p> <p>7. Grade 9 State Assessment</p> <p>a. Grade 9 State Assessment</p> <p>8. Grade 9 State Assessment</p> <p>a. Grade 9 State Assessment</p>

III. RISK ASSESSMENT AND REDUCTION
B. Injury Prevention and Safety

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 8, all students should know that</i> 1. There are ways to assess potential unsafe situations in their physical and social environment. (HP 3, 5) 2. Sports-related injuries can be reduced or avoided through the use of appropriate safety equipment and first aid guidelines. (HP 2) 3. Basic first-aid techniques can help to save lives, reduce the severity of an injury and enhance recovery. (HP 7)	<i>By the end of grade 8, all students should be able to</i> a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7) b. recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6) a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury (1.10; 4.1) a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7) b. demonstrate the Heimlich Maneuver and rescue breathing and other basic first-aid procedures (4.7)	 1. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 9 State Assessment 2. Grade 9 State Assessment a. Grade 9 State Assessment 3. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment

III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 8, all students should know that</i>	<i>By the end of grade 8, all students should be able to</i>	
1. The ways in which a drug affects the body are determined by the nature of the drug, how it enters the body and how it interacts with the body chemistry. (HP 1, 5)	a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into illegal or legal. (3.5; 4.7)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. TAOD can affect the healthy functioning of the nervous and reproductive systems as well as other systems previously studied. (HP 1, 5)	a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low-birth-weight babies (1.6; 1.7)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. The use of TAOD imposes personal health risks as well as family and societal problems. (HP 5)	a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Both smoked and smokeless forms of tobacco can cause serious health problems. (HP 5)	a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4. I)	4. Grade 9 State Assessment a. Grade 9 Local Assessment
5. There are guidelines and precautions for the use of over-the-counter and prescription drugs. (HP 5)	a. differentiate between over-the-counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	5. Grade 9 State Assessment a. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <p>6. Peers can have both a positive and negative influence on one's decisions regarding TAOD use. (HP 2, 5)</p> <p>7. Adolescents can find many healthy alternatives to tobacco, alcohol and other drug use. (HP 5)</p> <p>(NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc., are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this Framework.)</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)</p> <p>a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)</p>	<p>6. Grade 5 State Assessment</p> <p>a. Grade 5 State Assessment</p> <p>7. Grade 5 State Assessment</p> <p>a. Grade 5 State Assessment</p>

III. RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> 1. The environment impacts one’s health and can cause or exacerbate specific conditions such as asthma, skin cancer, hearing loss, etc. (HP 3) 2. Overpopulation, overuse of resources and pollution can damage the environment and disrupt ecosystems. (SC 4) 3. Individuals and communities have the responsibility to protect and improve the environment in which they live. (SC 4) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. recognize existing and potential environmental health problems within one’s community and address these problems through creative solutions and health advocacy (3.1; 3.2; 3.3) a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3) a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7) 	<ol style="list-style-type: none"> 1. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 9 State <i>Assessment</i> 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 3. Grade 5 State Assessment <ol style="list-style-type: none"> a. Grade 5 State Assessment

III. RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p>By the end of grade 12, all students should know that</p> <ol style="list-style-type: none"> Most communicable diseases have specific modes of transmission, require appropriate conditions for growth in the host, have an incubation period and respond in specific ways to current treatment methods. (HP 5) HIV/AIDS has personal, social and economic effects. (HP 5) Sexually Transmitted Diseases (STDs) have signs and symptoms that indicate abnormalities with the reproductive system. Some STDs have few signs and symptoms until the disease has progressed. (HP 5) STDs can cause permanent complications, not only for the reproductive system, but also other systems of the body. (HP 1, 3) Abstinence is the best method for preventing STDs and teen pregnancy. Other forms of contraception have varying degrees of effectiveness and side effects, (HP 5) Self examination (breast in women, testicles in men) and being aware of cancer signs and symptoms aid in early detection and treatment. (HP 1, 5) 	<p>By the end of grade 12, all students should be able to</p> <ol style="list-style-type: none"> analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2) evaluate how HIV/AIDS affects an individuals personal, social and economic well-being (3.1) evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6) using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7) make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1) select and apply self-assessment techniques to improve early detection of diseases and treatment options, including breast and testicular examinations. (1.10; 4.7) 	<ol style="list-style-type: none"> Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
By the end of grade 12, all students should know that	By the end of grade 12, all students should be able to	
7. Routine physical examinations and tests, e.g., pap smears, mammograms, etc., are also important practices to reduce one's risk of problems related to cancer and other chronic diseases. (HP 5)	a. assess costs, benefits and consequences associated with self-examination (3.8)	7. Grade 9 State Assessment a. Grade 9 State Assessment
8. The scientific process can be used to design experiments and test hypothesis related to disease concepts, e.g., effectiveness of disinfectants on bacterial growth. (SC 7, HP 3)	a. conduct laboratory investigations to determine the effects controlled and variable conditions have on the growth of organisms (1.2)	8. Grade 9 Local Assessment a. Grade 9 Local Assessment
9. The Center for Disease Control (CDC) and local public health departments help to monitor and control disease. The CDC and the National Institute of Health (NIH) contribute to our understanding of diseases through longitudinal epidemiological studies, research and education. (HP 3)	a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4;1.6) b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)	9. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment
IO. Engaging in risk behaviors as a young adult can contribute to the development of chronic disease. (HP 3, 5)	a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	10. Grade 9 State Assessment a. Grade 9 State Assessment
11. Chronic diseases can be prevented or reduced through risk assessment, disease management and early treatment, and change in lifestyle. (HP 3, 5)	a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	11. Grade 9 State Assessment a. Grade 9 State Assessment
12. Disease prevention, diagnosis, and treatment throughout history contributes to our present understanding and treatment of diseases. (HP 3)	a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9;1. IO)	12. Grade 9 State Assessment a. Grade 9 State Assessment

III. RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 12, all students should know that</i>	<i>By the end of grade 12, all students should be able to</i>	
1. Maturation experiences during adolescence brings the potential for new social problems that should be examined including strategies to prevent, manage or report concerns and receive treatment related to abuse, exploitation and harassment. (HP 5)	a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7) b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	1. Grade 9 State Assessment a. Grade 9 Local Assessment b. Grade 9 Local Assessment
2. Societal problems effecting teens includes rape, assault, homicide and other personal safety risks. Assessing, preventing or minimizing one's risks are important strategies to learn for self protection. (HP 5)	a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7) b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce one's risk (3.2; 3.3; 3.6; 4.1)	2. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment
3. CPR, the Heimlich Maneuver and methods to control bleeding are life-saving procedures that can reduce the risk of sudden death. (HP 7)	a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7) b. identify potential causes related to spinal cord injuries and demonstrate appropriate first-aid procedures for handling such injuries (3.1; 4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment b. Grade 9 Local Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 4. There are first-aid procedures and preventive practices for handling weather-related emergencies including hypothermia, frostbite, heat exhaustion and heat stroke. (HP 7) 5. There are ways to successfully assess and treat a variety of first-aid emergencies including sports injuries, exercise-induced problems and indoor/outdoor emergencies, e.g., inhalation, poisoning, bee stings, snake bites, near-drowning, etc. (HP 7) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied (3.5; 3.7; 3.8) a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2; 3.3) 	<ol style="list-style-type: none"> 4. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 5. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment

III. RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TAOD)

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Tobacco, alcohol, and other drug use and abuse poses a large personal, social and economic threat to our society. (HP 5) 2. There are ways to assess one's risk of chemical dependency and to find help if TAOD use/abuse is a problem. (HP 5) 3. Anabolic steroids (drugs used by individuals to develop muscles and body strength) can cause severe damage to the liver and heart as well as other organs of the body. (HP 5) 4. Drugs taken during pregnancy may pass into the fetus's bloodstream, causing the child to be born with deformities, retardation, and learning disabilities. (HP 5) 5. Alcohol progressively affects areas of the brain inhibiting other bodily functions and causing changes in mood, thought processes, mental ability, coordination and reaction time. (HP 5) 6. Individual responsibility, health promotion and alternatives to the use of chemical substances can help to promote individual family and community health. (HP 2, 5) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. make informed decisions regarding the use of alcohol based on knowledge of its short and long term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7) b. identify, analyze and evaluate a drug related issue or problem, and predict long term consequences (1.6; 4.3) a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7) a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.1;4.7) a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3) a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6) a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 9 State Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 3. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 4. Grade 9 State Assessment 5. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 6. Grade 9 Local Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment

III. RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations and health advocacy for the monitoring, reporting and prevention of potential environmental hazards. (SC 8) 2. Destruction of the ozone layer and global warming affect the health of individuals on a worldwide scale. (SC 7) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2; 4.3) b. apply aesthetic consideration when addressing environmental health issues (1.10; 4.7) a. assess environmental health risks in one's community and in the work-place. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2) b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1. 10) 	<ol style="list-style-type: none"> 1. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment b. Grade 9 Local Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 State Assessment